

STUDENT LEARNING OBJECTIVE - TEACHER

Content Area: Theater 1

Grade Level: 9-10

Objective Statement:

Students will develop a character as part of a one-act ensemble play that showcases vocal characteristics and techniques, posture, and movement to include the physical, social, and psychological dimensions of a character.

Rationale:

Many students enroll in our introductory theater class with a narrow understanding of the process of developing a character; many believe that reading the lines and speaking with a loud voice are the two most important actions. One of the core goals of Theater 1 is to both broaden and deepen students' understanding of the range of techniques and craft needed to effectively embody a character on stage.

Aligned Standards:

T 1 (9-12) -1

Students show skill development in acting, directing, designing, and scriptwriting

- a. writing dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution
- b. developing stage directions for a play or performance based on a script
- c. developing a character as part of an ensemble using vocal characteristics and techniques, posture, movement, and language necessary to perform an effective characterization; showing text analysis and research to include the physical, social, and psychological dimensions of the characters
- d. designing or creating and analyzing designs that support or enhance the author's intent, based on text analysis and research

T 1 (9-12) -2

Students solve artistic problems

- a. researching and generating strategies, and choosing one that addresses identified challenge inherent in the story (e.g., developing a metaphor of the protagonist's weakness)

T 1 (9-12) -3

Students make connections among the arts and other disciplines

- b. analyzing and evaluating a theatrical performance for its effective use of music, dance, or visual arts

T 2 (9-12) -1

Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context

- d. Researching cultural and historical references to design and create production elements

T 3 (9-12) -1

Students demonstrate the ability to communicate in the language of the Theater Arts

- a. evaluating and applying performance and design techniques to convey evolving ideas, feelings, or meaning (e.g., connecting particular gestures with phrasing to imply a sense of

place and social stature and how this behavior evolves as the character's life unravels or in aspects of design or writing)

T 3 (9-12) -2

Students demonstrate the ability to extract meaning from Theater

- a. evaluating major and minor themes and characters and their symbolic representation (i.e., cultural references)
- b. evaluating techniques for their effectiveness and craft (e.g., critiquing actor's performance and the playwright's dialogue)

T 4 (9-12) -1

Students reflect upon, analyze and evaluate the work of self and others

- a. evaluating a play or performances based on analysis of what is seen, heard, and known to judge its value and contribution to humanity
- b. evaluating character's objectives and motivations based on what is seen, heard, and known to explain character's behavior
- c. evaluating technical elements of theatrical production
- d. evaluating dramatic elements of a plot for their effectiveness and cohesiveness

Students:

All 39 Theater 1 students (divided into section A and B)

Interval of Instruction:

Spring Semester 2013, three times a week for 55 minutes

Baseline Data:

The first week of class each student will be given a single scene to prepare and act out with a partner within that week, referencing the final rubric as a guide. Each scene presentation will be videotaped and critiqued by the class and myself, using the rubric. I will score each scene's components and use this baseline data to begin targeted whole-class lessons, small-group workshops, and individual conversations with students to prepare for the spring state-wide drama competition. I will use the baseline data as the basis for determining roles for the one-act play.

Target(s):

1. *Portfolio*
 - a. All students will complete a portfolio that demonstrates proficiency in six elements of developing a character for performance (to be described in Evidence Source section).
 - b. To be submitted, evidence for each of the portfolio's six elements must earn a score of 80% or higher based on individual assignments. All rubrics and criteria will be communicated to students in advance.
2. *Performance*
 - a. 95% of students will achieve a rating of 80% or above on the final performance rubric.
 - b. 5% (consisting of two students with IEPs for communication and expressive language) will use an accommodated rubric and achieve a rating of 80% or above.

Rationale for Target(s):

While most students will be new to theater, the use of extensive modeling, critique and feedback, and a rubric to clarify language and expectations will help increase student progress. Students will be assigned to roles based on their baseline performance for the final one-act play that are fitting to their needs and ability, thus creating an internalized tier to the target. The targets I have set, which

include 100% of students achieving a performance rating of 80% or higher, are ambitious, but I believe appropriate and achievable since students will have roles that correspond to their ability. It will be my responsibility to assign roles that balance rigor and appropriate challenge while also setting students up to succeed and showcase their skills.

Evidence Source(s):

The two evidence sources for this SLO are a portfolio and a final performance.

1. Portfolio:

Students will construct a portfolio showcasing their proficiency in the six elements of developing a character for performance including 1) Analyzing character including motivations and relationships, 2) Research to include the physical, social, and psychological dimensions of the characters, 3) use of vocal characteristics and techniques, posture, movement, and language necessary to perform an effective characterization, 4) Researching cultural and historical references to design and create production elements including aesthetic choices in regards to props, set, and costume, 5) giving and accepting critique, 6) documentation of a process of character growth and development.

2. Final Performance:

The final performance will be a one-act ensemble play in which each student will have a part. Each section (A & B) will perform a separate play at our joint final performance and both will compete in the state-wide drama competition.

Administration:

Portfolios will be assembled in class throughout the semester. Students will perform their final performance in the school's auditorium in late May before the end of the semester. The state-wide drama competition, which is in April, will serve as a mid-term assessment, in which students receive feedback based on the rubric to focus their efforts and prepare for the final performance.

Scoring:*1. Portfolio:*

Individual assignments will be graded by me throughout the semester. Students will select eligible assignments to contribute towards their portfolio.

2. Final Performance:

I will score students using a rubric developed by myself and the Fine Arts Curriculum Director. The Fine Arts Curriculum Director will be in attendance, as well as another theater teacher from the district, and they will each be assigned 3 characters to double-score for calibration purposes. The performance will be videotaped so that I can re-watch to ensure my scoring is accurate for each student. Students will also watch it in class the following week to score themselves. My scores will count as 75% of the final score, and students' scores will count as 25% of the final score.